

So Long Ghost,
Ground and Rented
Tales of Oblivion

By

Indana Simonde

ISBN : 9781692061579

“..Ignem et terram, et de montibus eius aeris,
nubibus classibus aequor, tenebrasis ..et saxa,
et nubibus, et classibus aequor..”

**“..and the Earth shall catch fire, and the
mountains of the air, cloudy, and their sea
fleets, dark ..and rocks, and the clouds,
and their sea fleets..”**

I.S – September, 2019

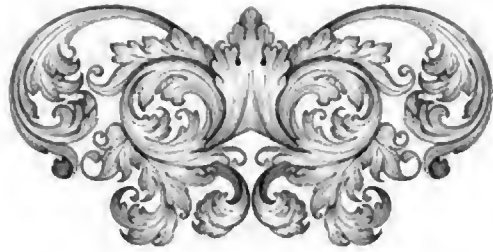


Table of Contents: So Long Ghost, Ground and Rented Tales of Oblivion (rewritten and republished)

Comparisons of ancient and modern legislation.....	Page 5
The most human of emotions.....	Page 7
Ode to the Sea of Wordless Sword.....	Page 9
A Redeemer saves the forsaken.....	Page 10
Saving the last drop of my God for one.....	Page 11
Deus rex et Regina(the second).....	Page 12
The Total Writing System (I).....	Page 13
The Total Writing System (II).....	Page 17
The Total Writing System (III)	
The Total Writing System (IV).....	Page 20

Comparisons of Ancient and Modern Legislation

There are no men amongst us,
gripped by fear of a deterrent that only serves some,
children tortured, not by their own sins,
but by the sins of four or more generations before,
let down by the failure prior to a millennium of civilisation past.

Some would in honest mania, saliva spewing from open mouth,
and clenched fist, still holding the evils of a corruption, money;
“Legislate for the lost..” comes the call of the wild damned.

Others would look to humble, old Caesar,
his guilty and portly stature groomed in private
by servants who wash his hands and feet,

“Save us from our own meek prosperity in posterity..”
merchants, Philistines attempting to curry favour;
“We have travelled from the eastern most edge of Gaza!”
Frankincense betrayer guardian watches,
“We bring gifts for your imperial majestic presence..”
Myrrh gently bows out of assumed politeness,
“I have a treasury that will save the Empire!”
Gold smiles, glint in hazel eye, and so the beat goes on.

Palm tree’s, planted at night using a technique that remains to this day
hidden,
from some or all souls, fighting for Saul who in Israel of olden age,
having witnessed the devastation Caesar caused to Greece
would have to fight again in Carthage and again in Macedonia.
His new found kingdom under the control of a son, David,
a usurper no less; keeper of the crowns silent, in prayer
found in deep contemplation over the words of Samuel,
a wise man’s prophesy so long ago.

To this day, I still question the words,
but find no answer to the same old prayer; a song as it changes in tone.
“These questions shall I ask an answer for all!”
with hesitation appeased to no answer, King David prepares to rise;
“Does God hate my face? My race? My height or lack of faith?”

perhaps all of the above.

In years to come, introspection will allow a journey,
to see other men, who would be God.

The most human of emotions

Grieve yet still silently, for I have none,
drained am I of all, bar the very barest of bones,
these blood vessels and chambers empty,
organs and veins all but corroded in silence.
Of all things, of which I once craved, to dine is all I now crave,
the people I once knew and places that no longer exist.

I repeat in my own absence,
Grieve for I have no grief.
I have no emotion to spare save for this.

Once, when I used to lay in bed, alone,
and alone still do I reside,
mostly on a sofa, not a chez-lounge with Duvet.

My aching back is in agony,
it aches like my internal things,
in which there is a meaning to this constancy of agonisement,
the tiresome irritation; frustration,
foundation of misery as opposed to mercy
of which I would rather sing of the joys thereof,
whilst praising the elation of dismantling my mind
only to regain a composure fit for myself alone.

Tear less a shirt, genes less a pair of jeans,
what is a pair of jeans? Or shoes or a t-shirt
I gave all of them away,
just as she needed sanitary towels and paper for toilet,
for life on the street(s) without creature comforts
as with a heart stolen, worn carelessly on eager sleeve.

Alone, we each feel nothing bar the emotion.
This temporary emotion restrained.

Now, I smile empty forgotten dreams,
feeling less of this sightless manner of smiling.
There is no heart, I can see;

no soul bared in which there is no misery or isolation,
only the desperation for something we already have.

In this moment, my solace before communication,
I repeat it again, and again,
it is all meaningless, all of it is for nought;
for I have none, please remember I have none.

My own cold, dead, heart less a soul, I roam,
life is not as thought, but still unquestioning,
sustenance to nourish what only wishes it would grow,
until I can face the world,
smiling this empty half beaten smile,
feeling less, seeing little more than this blur,
less the manner of smiling politely.

Ode to the Sea of Wordless Sword

I, and always I, being a character;
the merciless and all powerful emperor of this satellite,
of who's dead lakes I roam always.
Encompassing the dreams of one nation or another,
through this, my vision of a narrowing;
not of cervix or spleen,
nor of bowel behind blind partition and hospital screen.

No, this is my empire, of a forgotten idea(I);
self proclaimed as strategist and tactician
of a downfall, *the* downfall of I, from my resting perch,
this is to be my only sky, filled with entangled string;
delving the time before you knew of time
of a fictitious outcry for the love of one word.

Me, being a phrase or term to define dissatisfaction.
Call me, Excellency addressed to all equally,
not as 'destroyer of all things',
nor as the creator of all things,
a mere reflection of the actuality of the hands of time,
likened to a mirror polished to the newness of yesterday past.

I mercilessly draft, binging on prescriptions,
tonic to the very civilisation that created this, me,
in thought, useless in all but my own mind-frame.

Psycho-active madness or psycho-tropic wave of anticipation,
of the impending; a disasters call.

"Hark, for in this imagination,
I am all things but the constant nature of greyness".

A Redeemer Saves the Forsaken

I am colder than the eye of the she demon, shivering,
incomplete in all bar the eternal love she assumes is shared;
I still don't understand, but my French is very poor,

Breath emancipating frozen from her mouthful
a smile is curled around deceitful lips,
Wisdom, once being the youth of early December snowfall,
now remains to be seen whether March will remember the clouds recede.

Whilst the growing stalactites and stalagmites
upon being served, argue amongst themselves
over which there is still a middle ground in sight,
in this icy cold cave, once an appetite for the dark ages, a world consumed.

Eating, for the snake of hunger.

Their demon voices carried on the cold air breeze
thus understanding love or offering love, as you do,
is harder than it is to say love.
Diamonds uncut, perfection are you always.

For a unique pearl of insight into the mind of another,
there is only ever truly one

Saving the Last Drop of my God for One

I failed, at everything, every time;
and a sacrifice, a life is a cost to all-eater
the fearful and the unafraid alike,
in this revolution comes a simple message
a war, from the top of my head.

The irony of solitude,
a child runs, playing amidst rubble.
Pictures of the 1940s reminding the lost that still hope,
drawn from an idea high, of which laughter emanates.

Oblivious to the convention of an engagement, social or otherwise,
a social norm would dictate all but for a moment,
a prayer grows louder until in public, a tear is caught with back turned.

Suddenly Sunday grows to the usual close,
whiling away the hours without knowing;
we each have to travel at pace, the irony of solitude as the hours pass.

Deus Rex et Regina (the second)

From this sea to another, boats roam,
unchallenged in the supremacy
though superior in construction in all bar intellect,
instinct; an egg breaks without beak
 talon and tail fall heavy and unnoticed
miserable sod, what manner of murmur is this Deus?
 Known as the king of the dinosaurs,
 amongst explosive ash
and trails of lava,
 we crave and feed
eating and sleeping all the day
 we crave and feed,
until Deus.

The king amongst us rouses the almighty.
 He seeks the chains of smoke,
then with Rex, height unsurpassed by mere mortality

falls

Thus, here lays the final resting place,
 our beloved Deus,
the one known as Tyrannosaur.

The Total Writing System (I): A note on cathartic behaviours and mannerisms

I wanted to end this particular book, in a short conversation with the reader about the importance of writing and keeping all of your writing as it was and is (and likely will be). As such I am editing all of my books thus far (some may take longer than others) with a view to creating a compendium of first, second and further editions (the most recent will more than likely always be the edition that is printed, such that there is a system in order for the reader to see how many books have been written, any changes that have been made and any further comments and additions that can be added).

As previously mentioned in a prior edition of one of the books (regarding the concept of the Flood), I mention a Total writing system. Thus this same system will herein be explained. Where you are able to apply reason to a problem, searching for a solution in a situation or an idea or an identity or identification of a them, it may help to try brainstorming as a process (the idea whereby one or more people attempt to collaborate through shared and continuous streams of thought and information such that you eventually build up a synthesis between the natural environment and the world of the writer). On the other hand, where you as a writer (I speak not to the connoisseur, but rather the writer in all men, women and children) you might begin to look further afield than solely at the musings of a man with a mental health condition.

I implore you to think twice before picking up a pen, or paper or a book even. Start off small, think of the place in which you are sitting at this moment, as with I (of which, I am currently in my living room on a relatively modest sofa – gifted to me kindly by my neighbours). Write a short story about that room, that involves all the problems, issues and success and triumphant victories of the very same room. If a story seems too long, write a sentence, a paragraph and use that paragraph as a form of inspiration in a situation that defines what the story is meant to be about.

Don't add too many smart words or phrases, as the phrases and words you mean are identified as the means to an end, a route to the audience understanding where you are coming from as a writer and (or) moralist and (or) idealist. That is the role of a writer, to be the moral code of a society, beyond the law. To inspire people to do better with their lives, and change or challenge the role of a constitution in society or the idea of an armed militia and militiamen or question the role of *pirates* and *flotilla's* of souls waiting to wage war on all things; be that the riches of another nation,

or the very heart of a war in another age. But before you do, write down two or three key phrases that define what you want to write about.

e.g. 3 Key themes : *Life, thought and happiness*

Now, for each of these three ideas, try to write three words or phrases that reflect each of those three idea's. (note, do not use backspace or delete any words. Stop mid sentence if you have to).

1. Life

Childhood.

A busy or bustling street.

A cigar box guitar with electric pickup.

2. Thought

Intangibility

Imagery

Words

3. Happiness

Cake

A face

The mid afternoon silence in which only a clock echoes above the vibrating ring of a motor car, or the sound of aircraft in the sky.

Now, describe your room in as much detail as possible without missing any items or descriptive analogies as possible. Without using your themes or descriptive words or even the words or phrases as shown above.

Two empty doors lay open, though the piece of paper on the floor caught my eye at first with the ticking clock on the mantelpiece resounding an unparalleled channelling of sound despite the time. Ten past two and I find that that my jacket is calling me. It sits on a wooden chair in need of upcycling, beside another wooden cabinet and empty book stands. Weights I cannot use are strewn across the ground, whilst a drum inches from the piece of paper unknown remains unused in the centre of the room, beside a

coffee table. The television is gone, and the television stand is still amongst us, whilst a mug featuring a famous film's motif rests on a sofa beside a pillow.

The faux wooden flooring, though real in makeup is very much an aesthetic as opposed to the nature of the flooring in the kitchen. Two pictures and a birthday card, all by a local artist remain in their positions as with a board with pins and a whiteboard connected to it. There are papers and letters, notes and more bills strewn everywhere and the candles have seen better days, as with the lamps.

Now, rewrite the entire sentence, paragraph or word(s) without looking at the initial paragraph or the words that define what the themes are.

The image of the mountain, when turned upside down was that of a barren rip in the space-time continuum, in which they were pouring into the room, somehow unnoticed by any bar the human eyes of the person staring at the portrait. When turned the right way up, it was classed as normal, conventional, nothing special, though a highly attractive picture. But when turned upside down, it became emotive, defining fear as though fear were all there was as an idea.

Now, rewrite it again, and this time, remember that your aim is to write the correct (by correct I mean, in the eyes of the reader as opposed to anyone else's eyes).

There was this feeling in the room, I would have called it love, or elation but I couldn't put my finger on it. Comfortable though messy. That incessant sound, the sound of the old ticking clock and the fireplace that never heated the room. Were it not for the neighbours, this place would be a frozen, concrete amalgamation of cracked and poorly constructed pre / post-modernist affection for a lack of attention to detail. There weren't rats for all the people who owned dogs in the area. There weren't children or the footsteps of adults. Just voices through the floorboards, though there were no floorboards, so maybe that should have been flooring; none the less all was relatively silent. It was then that the feeling changed from warm and breezy to cold and shallow, as opposed to the depth and all encompassing nature of happiness.

Without knowing it, I have unwittingly used one of the key words that described one of the key themes, hence I stopped the paragraph. When writing, try not to avoid using words as eventually, you will end up using the same words. Rather, think as you would like people to think of your writing. i.e. look at your work as your audience looks at your work. As though for the first time. Even if you have read it a thousand million times over. Because if you can inspire yourself to write through your writing, that is half the battle. Beating writers block is easy. Writing something that makes sense and is logical and well thought out is the hardest part of divining your work. Let's try that exercise again.

The Total Writing System (II) : A note on repetition

As most writers hate repeating themselves, I have always made a point of repeating myself. I wish I could talk as I write, but I am not built that way, I just keep talking about the same regurgitated memes and ideas that other people do. So, how do I overcome that?

Repeat a sentence at least (where you have the time) – once every twenty to thirty minutes until it is cemented in your mind, you are going to publicly state the very same sentence at the least to one complete stranger, whether on a bus, or on a plane, on a train or on the phone. But one way or another, you will memorise that one sentence(s).

E.g. Global Disarmament is not just something that politicians work on. We live it in our own communities, separately, not as one nation or continent or planet. That is why politicians are working on Global Disarmament.

Now, whilst your thinking of my sentence(s), think of your own that incorporates the futility, frustration and difficulty of something you face on a day to day basis. An example might be the struggles (deep is what people call it, it is not deep) race, language, class, identity, education, background, the alphabet, a colour in the rainbow you saw yesterday etc.

Imagination comes to us all in different forms, it is the key to a happy and stable childhood and possibly to success in multiple frames and fields of work. But drumming out the institutionalisation that is built up over time is a difficult and more challenging issue in society. What makes you happy? What makes you sad? What drives you to write rather than solely read?

The Total Writing (III) : The test

Now that you have warmed up, take the time to fill an A4 sheet of paper or a book with some useful and happy words for anyone on the face of the planet, alive or dead.

Dear Elvis (who may be gone but is with us all),
where are you? Are you happy? What made you write?

And that is how hard it is to write. But to think like a writer is something I am still to this day struggling with. To define a soul and define what that soul means to me is something I cannot explain. To be myself, rather than feeling like I am pandering to the emotions and expression of someone else's whim, or want, or need. That all encompassing expressiveness of someone else's will over my own. Words are so powerful, but so are actions and political statements such as for instance, being.

Whilst I can spend time apologising to people I don't know, do they matter everyday in my life? Yes. Because they are there, they exist and they live and breathe as well as think. But if they are not there, how do I know they are there (philosophising..)? Because if I am here and nobody can see me and I exist, then other people must be real right? It depends on your definition of what reality is and why.

Define reality to yourself (take a minute to make a tea or a coffee and think) it can be more than one sentence.

My answer: Six months ago, my brother had a birthday.

Now, whilst I'm aware that there are people with better qualifications and a better understanding of the human brain, psyche and realisation of what makes a persons life over another real or not, the only thing I can remember outside of heartbreak unending (read my books and find out about a struggle with God), you will find that very little is mentioned about my real life. I might write about real life situations and people(s), or things and issues that affect my life (either negatively or positively) but nothing is ever what it appears. A message for Global Disarmament is a vote for the U.N., E.U and A.U or other supranational organisation, but it is just my own sentiment based on who I listened to in youth, why I think as I do and who my relatives are, were and will be even when I, they or you no longer exist. But to inspire someone to think about peace as opposed to war, is a simple and

most important life skill that religion taught me (and stripped me of) at one and the same time. The simplest way to define how to write, not how to write well, but how to write is this. Write a book a day, for one month and then publish what you have written. Then explain what was meant by all of it in one simple sentence.

My answer : Nobody is better than anyone else at writing, but people love the thought of a war, real or fictitious; I would rather write a war that brings the entire Earths population to life, than worry about my kids fighting a war that kills the entire Earth's population.

The Total Writing System (IV) : The answer to the test

There is no right or wrong way to follow social convention, norms and rules. There is only what people define as the right or wrong way. To say that someone who murders has murdered incorrectly is wrong. To say that someone who does not murder is incorrectly murdering is wrong also. But to say someone who has never conceived of the concept of murder is wrong for not having a concept of murder is also wrong. But who is worse, the person committing the murder or the person inspiring the murder in word, thought and (or) deed?

Rhetorical questions aside, what makes a person's choices in life are exactly the inspiration that a person reading a book wants to see, hear, feel, taste even. The taste of an ice cream first thing in the morning on a frosty winter's morning is a far cry from a story about ice cream on the surface of the sun.

Hate as opposed to love is where the idea of a police drama is. It is the real life tensions and associated pains of victims and aggressors. It is the struggles and frustrations of a community or wider community. But ultimately it is about the tolerance and acceptance that a police officer might attain as societal kudos for being accepted into the ranks of an organisation that only fights against the good, the bad, the moral and the immoral alike. Rehabilitation is a story. Rehabilitation is usually a stereotype. But changing a person's life through a story is where writer(s) become writer(s), not at the beginning or the middle or the end. Not during the transformation of a character's life. Not at the dawn or the beginning of the civilisation they assume people want to hear. But when they change as a writer, their style changes, their words change, their knowledge changes and thus they change. The battle between good and evil should always be seen as a writer's, then potentially a performer's or an actor's or all (every actor's role). Then try and do the same internationally writing and rewriting and defining and critiquing until, the struggle is lost. The battle against good and evil is lost because you forget that the writer had to write for years before becoming the writer they would be. Battling themselves, society, the words of other people over their own ideas, political views and behaviours or actions. Association being the only dangerous thing about writing a story.

Following a writer as though they are a god, as though they are a cult, as though they have all the answers defines our role as co-conspirators in the art of writing, because, you can write. So write. Just don't write when angry. I will explain why in a few books.

The Total Writing Systemic Method: Aims (or problems and solutions to the same)

1.1

Within this linguistic discourse, predominantly designed to help children to get to sleep (along with a form of communication with parents and equally a writing tool aimed at teaching anyone and everyone to write) without bias in a dialectical syntax has the following aims:-

- I. *In the form of a dialogue with the audience and;*
- II. *in which speech is predominantly defined as the role of a parent/teacher or guardian within the role of parent/teacher/guardian etc.*
- III. *as a tool for allowing anyone to learn to write in a similar and somewhat familiar manner.*

This is such as there appears a theoretical framework within the works surrounding the Multiphase Multiverse Inverter Universe(s) in which grammar, syntax and narrative are a core component of which, all are defined within the narrative of a complex and almost analogous system of natural language. Whilst at first glance, it appears easy to define a poem as a stand-alone construction of individual language, there is more to the general unifying theorem of the framework known as the Total Writing System. All of this is such that the nature of the object of language and its use becomes the subject of orientated normative cultural subjective ideals (specifying the difference between objective and subjective roles within the narrative or within any given narrative through the constructive evaluation and analysis as follows). Other areas of interdisciplinary study such as for instance science, technology and engineering, social anthropology and legislation as well as autocratic and democratic hierarchical structures and the foundations of civilisation feature heavily as mentioned characters within various aspects of the more abstract work to follow. These are exhibited within a diatribe or dialogue in which the poetry allows an opportunity for communication and dissemination of the key themes portrayed within the work; whether that is in a group or as individuals with children or otherwise.

The reason, without focusing on religion is because monotheistic culture focuses on the same ideology shared in part, which is touched briefly upon with a view to defining theistic monoculture through a reimagining of

all relative theology and experiential psycho-social evaluation and analysis of converging and diverging trends within sovereign borders both nationally and internationally.

The role of institutions and institutionalisation of society such that a preponderance towards formative and normative verbal, written or visual communication both within academic structures and equally more general interdisciplinary societal contracts of which leads us to areas of specificity and rules within the specific conventional and cultural convention of academic conversation whether monologues, dialogues or analogous synthesis of form in the format with which the reader consumes. This is all completed such that the reader accomplishes a level of academic excellence in the form of diction if nothing else, such that the conversion from colloquial to multi-lingual and multi-interdisciplinary development becomes their (the readers and writer(s)) role.

In this regard it should be noted that writer(s) is taken to mean, any singular person who chooses to use either a technical or non-technical development structure and ambient post analysis and review of either this series or a future successive series of books in which '*mind over matter*' becomes quality, quantity and variability within a key core elemental series of subjective / objective ideas. The subjective / objective matrix thus becomes how one person views either their own work or that of other peoples work both prior to and post development of the same idea e.g. time, space, multiverse etc.

The point or aim is to create a synthesis between multidisciplinary scenario's in which a person learns from both their environment and from every aspect of every person and objectively promotes a subject such that they improve as a writer. Now, as writing is easy for some and harder for others, development of a structure which creates the superfluous motion, namely, fluidity within a powerhouse of creative and imaginative structure comes with time, practice and constant and consistent self motivation (or encouragement). That is to say, as a predetermined understatement, open and free outlooks on divergent linguistic trends would define the difference between normative versus formative and performance based accounts provided in each and every book. In this primary series (the multiphase multiverse inverter series) the aim was to develop:-

- i. Diction with a view to enhancing self confidence and direction of writing, a literary style and knowledge of a catalogue of work (whether self directed or otherwise).

- ii. Moral standards through communication (be that through the ideology surrounding parents and children, teachers and their students or somewhere in between).
- iii. Educational syllabi within primary, secondary and tertiary infrastructures and potentially a bridge between all three (namely where there is none available).
- iv. Education outside of educational structure either prior to or post academic success.
- v. Encouragement with a view to promoting further development of a positive guide for future generations of writers (and positive enhancement of the bedtime reading experience through polite addition to any bookshelf).

The Total Writing Systemic Method: Aims II (or problems and solutions to the same)

1.2

The discourse that dictates the language, culture and syntax of racialised speech emphasises and enforces stereotypes. Stereotypes being a form of more obscure and divisive negative heuristic idioms. That is to say over time the difficulties associated with divergent race in multicultural societies becomes a form of educated supposition in which relational symmetry is defined.

Over time, the politics that surrounds class is refined to incorporate multiple perspectives of poor or deteriorating citizenship and identification of attitudes formerly associated with blue collar and '*working class*' voting practices and ideologies. Namely, this forms itself in the association and incorporation of '*second class*' citizenship in which the bias of an entire nation is promoted through the acceptance of firmly held beliefs enshrined in the media and also developed in the same. The role of democratic socialisation and normative role of legislation in left leaning society is for all citizens regardless of age as characterised through institutional education in which equality exists within their infrastructure(s).

Class defined through the varying lenses of strategic, tactical and operational viewpoints expresses convention and acceptance of the organised rules and development within organised structures. As such the failure of society happens to be where a child ceases to be included in the identification of the role of participatory education. This limits the development of not solely social skills through defying as opposed to defining social skills or defining culture and class through societal lens(es).

Equally education in all things from law as a mandatory primary subject at the core edict and role of making or breaking *rights* and *reforming* equality of opportunity is key. In so doing, it highlights current and future trends in inequality as unjust and as unfair. Rebuilding equality as a legitimate quest for freedom, rights and constitutional power and justice as right (in the form of human rights) and duty in the form of a societal contract in which welfare reform is applied and adjusted in line with inflation is also a similar narrative later to be delved into.

Parenthood as a motivation for youths is a dangerous analyses due in part to the overly sexualised media which psychologically allows youths to form grandiose ideas, connected to self worth as promoted through media

infrastructure in which children grow to learn the very same social stereotypes (of which this is a mild generalisation) that halts the progression of society through repetition of the same arguments that have raged since the Representation of the Peoples Act(s).

The role of education through the use of language creates, critiques and self analyses society continuously without hindrance, reinforcing the equal opportunity, at times overshadowed by the hardship faced by single parent households. The difficulty of the failure in schools along with secondary and tertiary education (evolved from high school institutions through to college and university spaces) are open to all, though not all feel they have the requisite skills, knowledge, education or diction to compete in highly competitive markets.

The aim, through utilisation of simple and complex narratives would be to repeat key ideas of interest and discussion to ensue as opposed to directing the course of thought or action (such that a moral counter is pointed towards the morals and values of a society and former negative ideas and ideologies are enshrined as points of argument against right wing ideology). Intelligence through academia and academic principles such as the vocalisation, normalisation and constant appraisal within welfare structures of education are again key when thinking of the same. This can be focused though a reduction in hate speech evidenced through limitation of the use of stereotypes in the form of racism.

As such, it would then point education and the democratic infrastructures and structures as professional, guided tools designed to provide for the state against fascism and right wing politics and policies. This in turn would lead society in this case to be more than free to focus on the ideology and education of peace whilst allowing checks and balances on the psycho-social level as opposed to focusing solely on targeted groups, classes and the wealthy (i.e. halting civil unrest due to mental ill health, lack of self care and allow for the psychological health check of a nation with a view to overcoming radicalisation through institutions which enshrine institutionalisation.

Again, this comes to the fore in a reduction of wastage in society through a social role for every citizen as opposed to the model of crime that encompasses six key points:-

- Crime and youth.
- Crime and gangs.
- Crime and authority.
- Crime and deterrents.

- Crime and the role of discipline.
- Crime and role of juvenile detention.

Reduction of which would not only save the state multiple forms of wastage within a capable and hard working, honest and honourable civil populous, replacing crime with self worth of the individual through the media's multiple vessels and channels in direct partnership with government and the police. All of this as seen through Strategic (5+ years), Tactical (medium term, 1-3 years) and the shorter term Operational lens (up to 1 year).

The Total Writing System as a Systematic Infrastructure for alleviating poverty, educating the public and allowing for the detection and prevention of all crime worldwide: The National Entitlement Card that works as Democracy rather than on a Concessionary basis

1.3

General aims, questions and points of note with regards to the disparaging and increasing divergence of the great divide in cultural wealth within class divisions as a note on the richness of a soul, the character of a nation and societal traits that point towards shared and divergent personality within cultural syntax. The differences between a normative labour economy within a social welfare state, or any state point towards the struggle(s) to clothe, feed and heat, house and entertain a civil populous versus the strain on government treasuries and political econometrics worldwide as a route out of pre-founded forms of societal bias. A relaxation within educational infrastructures and institutions allows limitations within any given society and creates an assumption of wealth whereby wealth within a capitalist, socialist or communist infrastructure is shared amongst either the entire populous or solely within an elite infrastructure that serves the few and not every aspect and corner of a nation. Despite this fact, corruption within each of the above mentioned systems is endemic, obvious and a strain to the public purse as well as of detriment to the health and well-being of any society due to the rapid rate of progress of every industry and infrastructure outside of social welfare.

The historic nature of job creation through government intervention and private and public partnerships as evidenced through various offices and departments should highlight a route to alleviating civil unrest and education through principles that are shared within the global civil populous. But without hindrance as to intergenerational difference(s) in opinion, education and background (standardisation as a defence for structure, order and co-operation within any and every nation) allows a route to making poverty history as opposed to historic. For true competition of any state to become a reality, equality of each sovereign nation would have to be a reality. But where the public(s) of each nation allow the endemic nature of child poverty and malnutrition to remain a reality in the modern age, adult literacy and full compliance within governmental structures would have to point towards creating not solely competitive forces within any country but rather a route to the end of corruption.

Architecture in this light is painted as both modern and archaic, with older listed buildings highlighting the heritage of industries that underpinned the political and politicised language of wants and needs, both within the language, grammar and syntax of needs and wants. Marketing utilised and targeted aggressively towards a pre-teenage market every day (as well as more adult fields and disciplines within any given market, literature or culture) paint the inevitability of consumerism within any man or woman, or even a child's nature; regardless of whether they are selfless / self-serving / subordinate in capacity to gain for the drive for more capital.

The double-edged sword of a temporal (or time based economic guide and the social contract of the systematic abuses of welfare and education) within any economy whether it is of scale or even a political economy comes with its own triggers and set-backs as a result of ideology that either promotes, develops or limits the same. The distribution, applicability and seasonality of preserved concepts, ideals and academic as well as literary economic values from heuristic idioms are the temporal economy manifested through culture, history, art and politics in the form of law as an educated principle.

A simplification of trends in agriculture, business, trade (domestic and foreign) over regionalised and national industry, manufacturing and engineering of ***new and genuinely useful*** products and services for both adult and junior markets split into demographic sub categories in this regard is a necessity. Refining social education with a view to increasing civil service as opposed to increasing solely welfare budgets with a view to ending the plight of any and all kinds of poverty, and especially homelessness in a world that has enough space to house every human life (or should) along with educating and providing for jobs is the new order of this and every successive generation. But how can this be achieved? Through tertiary education in both physical and natural science for anyone on social welfare with a view to alleviating the very same ills that create social bias.

Improving the self-worth of all nations, people(s) as a societal goal within technical and non-technical fields both domestically and overseas through promotion and encouragement of non-biased, person centred approaches to societal issues and non-judgemental values of successive generations allows for just such a system. The value placed on removal of stereotypes in society and criminalisation of the poor as well as counter-terrorism within globalisation and the use of camera's in alleviating ***[and]*** reinforcing positive rules within society such that corruption is driven out

from the bottom upwards may initially cause instability within value cultures of a nation(s) people as the redevelopment of society falls on the very people(s) it serves. An example would include the distribution and durability within primary, secondary and tertiary manufactured goods worldwide through international competition. The ideology that the philosophy of competitive forces within business, industry and trade accepts social actors but not social activism (and their related activists). Thus the limitations of a glamorous lifestyle with regards to the natural beauty of any nation versus the utilisation of clothing and foodstuffs marketed to support the United Nations world wide as a relief effort in which Food Banks would be operated by multi-national corporations such as supermarkets with a view to limiting the level of taxation paid to government (would also require provision of services such as medication outside of traditional charitable goods and services in unequal divisions of both labour and service or trade).

The scientific analysis of a temporal economy such as a 24 hour gym on the national grid highlights the success and or benchmarking of a complete society in need of continuous overhaul through the knowledge gained from Management infrastructure regardless of capital gain. An example of this point is noted when looking at the strain on the national grid of a lamp post that is not energy efficient or cost effective, secure and equally able to promote the use of conscious capitalism or ethical key indicators within capital use (i.e. CCTV in lamp posts to prevent and deter crime both with the knowledge and application of individual policing efforts within civilised culture whereby locking up individuals at the first instance is beside the point, the point being to save lives and protect the public, whilst changing the role of a civil servant from civilised educated servant of the people to civilised educated public members who serve one another in roles fit for purpose).

Small business start-ups analysed through education and diversification of a service sector as well as workforce(s) in comparison to benchmarked global startups in the same fields again highlights yet another point, namely that of education and competition in companies to the assumption of combined wealth and individual wealth within *any* sovereign state as well as *every* sovereign state. This is the question of democracy, privacy and rights and freedom's in the modern age. Global governance being a mixture of soft and hard skill sets and the definition of a well rounded education without mandatory legal studies (in high school or possibly earlier with a view to reducing crime as opposed to criminalising the public).

Key questions:-

- ✖ Can the corrupting influence of the power of wealth be classed as righteous or unrighteous in the eyes of the rich as well as the poor and distinctly destitute?
- ✖ Can the economy and accumulation of wealth ever be classed as a political form equal in states, households and individual global demography?
- ✖ Is poverty just or wholesome?
- ✖ Is wealth respectable or are human rights a richness beyond comparison? (this is not either / or)
- ✖ is wealth respectable or are human rights a richness beyond comparison?
- ✖ Is pride in an empty purse a virtue cursed?
- ✖ Is there honour in wealth or is it contemptible?

A note on Social Welfare and Social Education as a National Entitlement Card available to every member of the public whilst questions of private versus public (or) private public partnership(s) within any field.

The National Entitlement Card should be simple. Once activated by a parent, their child's card should allow them access to:-

- ✓ Bank (a pre-payment system regulated by Government {or Gov.})
- ✓ National Insurance
- ✓ Bus Pass
- ✓ Benefits
- ✓ Matriculation into school, college and university
- ✓ Council and library services and accounts
- ✓ Government access
- ✓ National Identity cards (replacing paper I.d worldwide – such as a passport)
- ✓ Social Welfare – from host country
- ✓ Social Education – from any and every institution through distance learning as directed by the United Nations in order to allow pairing and equal opportunity of learning for all students on social welfare which would allow for a national and international system of prepayment into academic and government systems for institutions

working closely with all governments in line with anti-poverty and anti-corruption infrastructures.

Disclaimer

Due to the nature of these books, which all point towards the same idea and ideology, this is simply a suggestion towards a [*global*] democratic society.

The Total Writing System : The educational stimulus within a culture of academia starting with equality of diction

1.4

The following and preceding books all have a specific vocal authority with regards to the narrative simply defined through the role of education and legislation in defining the importance of diction and grammatical syntax in which the onus is on the individual reader / writer / student within a societal contract. A note on having to learn the law of a nation starts with the government portal(s) that currently and likely will exist in the future with a view to teaching anyone from any nation how the development of common and civil law led to the development of society. The importance of diction within a subject such as law is derived through English and Latin translations; thus the process of learning and creation become deeply intertwined such as to allow self development through a system of books within a singular bookshelf. Whilst they (the books) are designed to be stand-alone, they equally are a system in which the writer and the student, parent and teacher alike will be able to see the fruits of a system that allows for a multitude of inspiration due to the depth of subject material.

Where there are a number of issues that are required to be discussed or considered disadvantageous (such as for instance the policies and politics of far right versus the politics of left in which liberal trends and trains of thought are the role of any and every nation, *equality of diction* then translates to moral acceptance or refutation of specific thematic points. For example the evils of exclusionary language within the role of mental health and the cure for the same through a revaluation of an individual's self worth within society through a social and cultural role in the psychological make-up of a nation). As such a structured and multi-tiered strategy is created through the comprehension of thematic discourse in which development of the self is paramount as an ideology with a view to incorporating the individual within a societal setting through education as ultimate equality. The strategies employed in assessing self dedication and commitment to a thematic discourse over the course of a month, regardless of initial comprehension should by the end of the reading leave the reader with a conscious and constant understanding of the expectation of a societal contract. This can be viewed through the syntactical lens of the environmental factors surrounding a mature and civil society through the use of linguistic approaches to broaching the subject of dialogue with

regards to harder to communicate ideas such as the politics and identity of racial phenomenon and phonemes in written and academic infrastructures.

Application of current and future trends as well as historical perspectives with regards to national and international academic principles highlighted through the images of light and dark subjects, comedy, poetry, philosophical and political as well as divergent trends within racial and religious expectation of political correctness within a social and anti-social definition of the same issues associated with education. The culture of speech and the use of specific forms of language to point towards national sentiment and international specifications of the requirements of the use of language develops the individual perspective thus altering the freedoms(s) by putting the emphasis of a societal contract on the individual. Where they choose to take up the challenge of writing, developing and aiding in the psychological evaluation of the nation they live in, they become a part of a larger project in which the synthesis of natural and constructed ideas and perspectives allows for a redevelopment of the acceptance of national and cultural values in a normative setting. The analysis and critiquing of internal and external forms of bias on an individual and societal level then creates the image of macro and micro (large or small) conceptions of society in which, the idea of looking at the synergistic elements of language (the sum of the parts not being equal to the whole, as with *Simplicitas dignita et iudices*) on an individual and societal level.

Equally the onus of development of a narrative is then placed as a constant discursive and discursive is placed on the language used and the information sources as primary tools with a view to developing problem solving and critical language use over time within a specific narrative. Discussion between parent / teacher / guardian(s) and the development of the promotion of educated principles within the nature of a civil society in the form of discourse as a dialogue as opposed to a judgement of civil society then allows the individual to develop themselves rather than competing with (themselves) in the form of completion of a degree or form of education through social welfare. This is utilised in the format of political and philosophical constructive criticism and poetical analyses (in a simplified format that define a number of divergent and convergent trends within society and ultimately the construction of an age of enlightenment through thematic conceptions and the use of tone within the inferences made as a result of moral and societal discussion which should ensue between parent / teacher and guardian(s) as well as children).

Transition between passive and active oral and written thematic discourse as a dialogic interchange between the writer and the reader requires a responsive and direct construction of the moral nature with which liberal art and culture inspire further art and culture in a cyclical rotation of similar and further reaching values that are not solely racial but social (as a point of note, an example of a thematic dialogue might include the dialogue of *5th of October : 9pm*. The idea of one nation being picked upon as opposed to any other nation being responsible for the use of education leading to an instance of annihilation of a nation would be in opposition to the direction and movement of an entire civilisation. The aim being to remove the 'ad nauseam' of a negative thematic ideology such as that of race or lack of freedom or sovereignty. This in turn puts the writer somewhere between educator and reader as well as producer where they take up a societal contract in order to develop their local, national and international self-image as well as becoming an ambassador for the nation they serve as a civil servant in any form whilst fulfilling their own role in society. All of this is such that the current and future student aims to become a current and future writer, whether this is through organised educational infrastructure or otherwise is a role as yet to be developed.

Definition of the grammar in the direct and indirect uses of the Total Writing Systemic and environmental learning processes are defined in the role of the individual and the worth of the same in broaching more difficult subject material; the relevance of which relates to the compound foundation of a learning strategy. Religion, though theistic within the ideology of a monoculture, highlights without expressly being overt or the inverse of the same, on an individual and societal level. Political, economic, social and technological as well as legislation and environmental factors without (and equally within) the demography of democratic infrastructure of educational stimulus.

Cognitive development of both adult literacy through both protracted and emphasised use of incorrect grammatical syntax then aims for all individuals to aim, teach and learn equally at the same time as a route to education and democracy with a view to creating Global Disarmament discussion and (or even) a vote within every democratic infrastructure working towards an equal position within space and time. Development of self-motivation and learning through the *Societal Civil Contract* e.g. such as that discussed within the *Declaration of Education and Social Welfare* as a means to creating a multi-tiered social welfare reform programme such that social inclusion is not on the basis solely of merit or worth of an individual

but actually on the academic and societal value placed on the idea of ***Absolute Equality. I.e the faster all of society on a planetary level develops, the quicker the world as a whole will achieve a position within a space based organisation and infrastructure as opposed to applying the competitive forces of one nation over another.***

Personal goal setting and normative guidance, critique and analyses of what a democratic interchange of social value would look like both in a realised educational setting and equally with a view to developing positive mannerisms, behaviours, dialogue and interchange with democratic infrastructures. Equality of Opportunity as a Societal Contract that defies individual perceptive behaviour and the use of language with a view to defining the opposite of bias through questions of social bias, class and the need to alleviate poverty through any and all means (such that lives are saved in winter, summer and equally any season in which the environment is still affected such that there is a danger that people either dehydrate or freeze whilst contracting potential sickness and disease on the streets of any nation). Equally, development of a coping schemata such that the efforts of bullying and of the bullied (for children and equally for adults) is removed with a view to noting the nature of productions of written material.

The Total Writing Systemic formative ideologies: Trading between a system of market places designed to support world trade in the event of an economic crash of the inflationary model of socio-econometric structures within an African model

United Nations peacekeepers utilised with a view to access from a diplomatic core of officials resident within the capital city of every country on the globe with a view to making technical specifications with a view to utility within the space race development of a core contingent of future Mars residents would allow for Peace keeping forces to aid in Global Disarmament replacing all the police, army and fire department as well as ambulatory services with immediate effect in a fair and free society would allow access to diplomats in every country. This is a wordy sentence, but the soldier's of *cross or other sections* would have one sole prerequisite to joining the army. This sole prerequisite would be the sole route to the United Nations System. You must be religious in one way, shape or form in order to learn from the legislative standard of the United Nations from the inside. First the best case scenario of a disarmed civil populous in Edinburgh in which the police recently ceased a contingent of guns in Moredun. Meanwhile the worst case scenario, an orphanage filled with H.I.V / Aids children.

Both of these scenario's highlight the same issue from a different angle. In Detroit the right to bear arms limits the ability to increase rates of adult literacy through employment post social contract to pay benefits with a view to encouraging a civil populous en masse to education and employment. Meanwhile in Europe the European Union is attempting to squeeze Great Britain financially for contracts that they would rather not let go for the sake of transient multifaceted diplomatic dialogues. This point is not an educational discourse but rather the point is, United Nations Peacekeeping forces have to become adept at civil service as well as armed conflict and feeding the poor through construction of an education infrastructure and architecture syllabus. Radiation from the earth's sun as a point of note will likely be a cause of cancer due to the earth's equator being closer to the surface of the sun during certain points within the earth's rotating wobble through the surface of the universe in the form of a galaxy that over time will either move further from other galaxies or closer to other galaxies due to radiation. All whilst the black hole at the centre of the galaxy churns constantly, hungry for more. Space is a fascinating place.

Non-militarisation of non-combatant civil populous in lieu of consumer education through scientific specialisation. African police guards who replace civilian and police forces with a view to training in how to handle a civil populous without weapons post gun and knife amnesties within a contingent of United Nations peace keeping forces with a view to highlighting the interests of Global Disarmament to international trade. The de-weaponisation of every nation state would then be only applicable under the auspices of planetary invasion as opposed to invitation to fight war against terrorism in anything bar destruction of the black market within 1-3 years. The role of the United Nations Headquarters would be to peacefully interact with and as the police and anti-corruption infrastructure within democratic and sovereign states as equals. Where there was refusal of any nation to commit, they cease to have access and face a bar on *all* forms of trade, including provision of technology, academic interaction, institutions of economy including the World Bank, International Monetary Fund and World Health Organisation to name but a part of the United Nations system including the Security Council and National Anti-Terror and Interpol infrastructures.

Capacity building of government office through anti-corruption infrastructure training; distance learning on civil policing and legislative learning for the entire civil populous incorporating Science, Technology, Engineering, Management, Natural Science and Architecture and Construction. Equality is a state of mind. Public participation in apprenticeship would be the first phase (2-3 month class based learning system for the entire uneducated {by uneducated I mean anyone who has either little to no education post primary school} in colleges and universities built for purpose. This would allow for a public census of the entire populous as each member learns of a public agenda such as:-

1. Public education with a view to democratic systems and responsible voting, the dangers of corruption and police infrastructure through the law with a view to teaching civil public through all mediums from the internet to television as a form of societal reparations with a view to creating new business start-ups post *Societal Civil Contract*.
2. Globalised thinking with a view to teaching both the youth and mature individuals in western nations how to view anti-racist and biased equal opportunities through the foundation of a United Nations system viewpoint.
3. Economy and taxation through *Social Welfare* which at present doesn't necessarily exist for the poorest of society whilst the people who do have jobs are blessed with extremes of wealth beyond all racial boundaries.

4. Societal remuneration and foundation of societal justice and actual equality as opposed to perspectives.
5. Building economical and built for purpose cities in Africa; fit for British consumption as an example of a standard (with architecture in ancient Grecian and classical Roman or Venetian, Dutch, German, American or other contemporary and ancient styles as an honest example of reparations) habitable to an adaptable and potential aspect of renaissance thinking.

Education and Healthcare : A United Nations System addendum to an agenda and theory with regards to Making Poverty History in all it's forms throughout the world(s) present and future

To begin with I'd like to define through each and every one of my books, the nature of class based economies within a global society which is the nature of the narrative in each book. In an age where South American drugs cartels are in control of a civil populous, each of whom have a need for direction and for both salvation, through the varying forms of education and healthcare, as a result of enforced slavery, as a form of workforce for the same cartels, the questions revolving around these situations begins to become clearer. It is akin to the former Apartheid that was showcased throughout the world in South Africa and now North America along with the Gaza strip and Israel. The Balkan regions are facing corruption trials for leaders who may or may not have taken the role of office as seriously as they should have. Secondly I would like to make not as to the Total Writing System, based on education as opposed to capital with social inclusion through education of an entire global populous.

Previously I wrote about the dangers of smoking and drugs, now I shall explain. Smoking, prior to cancer makes your teeth bleed. Don't start smoking if you haven't started already. Drinking destroys your liver which affects a number of different organs. Both of these coupled with narcotics affect the transmission of oxygen from the heart to the brain and can lead to a multitude of illnesses which are a strain on an already overburdened healthcare service. Thus, Nutrition and healthcare become paramount in the role of protecting and surviving the age through simple self-care, be that through healthcare and well-being amongst a civil populous both domestically and abroad. Maturity aptitude and merit come in with regards to the following globalised and localised issues:-

Problem(s) and issues within Political infrastructure(s) globally and domestically :- Homelessness within and adult and civil civilian and former military populous.

- HIV/Aids/Cancer/Ebola is namely undetectable where there is not an infrastructure in place to allow for the checking of transmission within a civil populous within homeless people.
- Agricultural impetus in feeding the homeless; vegetables, nutrition and diet are a major issue for the homeless.
- Policing and protection both of people who have homes and people who do not have homes is (and should be) a priority through social upheaval and psychological make-up of *any* and *every* country.
- The history and nature of poverty within society and the limited nature of infrastructure globally supporting those at the absolute bottom of society.
- The use (or lack of) transportation and infrastructure to support and aid in the fight to end poverty globally.
- Economy and crime along with the cost and toll to judicial proceeding *where there are crimes committed* at the cost of the public purse.
- Anti-corruption stances within democratic infrastructure.
- Education within a tolerant and civil ageing populous.
- National and international agencies designed to fight poverty.
- The role of mining and manufacturing in international and global markets and the ethical treatment of the impoverished with a view to altering the role of scarce resources (this is only one out of billions upon billions of planets. The moon has gold. Why destroy one planet if we cannot find a way to coexist and live in peace).
- Conservation of flora, fauna and natural ecosystems.
- Child and adult literacy.
- Art and culture along with the development(s) within trade and aid along with disaster relief.
- The environment and the melting of the polar ice caps and increases in temperature on a global scale (of which this information was known in the 1970s but due to lack of political will, very little progressive change has promoted the need internationally until recent generations).

- Secular religion and education within any field (namely natural science) outside of religion. Faith is as important as survival on a planet that is growing bleak due to lack of faith.
- Welfare and rights in light of taxation and the role of taxation within any stable economy.
- The monetisation of education and healthcare as a symptom of a greater need for change.
- Construction within agricultural societies and housing as an opportunity cost for an increasing civil populous.
- The rate and pace of change within any nation on the globe along with the question of sovereignty over power misused and under utilised as opposed to the role (the actual role of) democratic and constitutional rights.
- The media and the prosecution and (or) promotion of an ideal:-
 - The citizens
 - Infrastructure and business
 - educational stimuli
 - change management
- Police /Ambulance and Fire service capacity building in nations that don't necessarily have them as a prerequisite for reducing the onset of immigration along with the role of service capacity building.
- Consistent and clear leadership within the public eye through the use of all mediums with a view to establishing both a public and peer based dialogues that allow for the role and duty of government to be fulfilled.
- Mental ill health (coping strategies and the role of teaching the stigma surrounding mental ill health)
- Female as well as all rights and the nature of unequivocal Absolute Equality.
- The prevalence of substance misuse and alcohol misuse in minors.
- Land use and land management
- Human resources allocation and the distribution of individuals within United Nations Headquarters worldwide with positive discrimination and equal participation within an international organisation. i.e. participatory and democratic inclusion within the infrastructure.
- Evacuation and emergency relief infrastructure appraisal and redevelopment.

- Contingency planning and opportunity costing.

Proof